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Impact of Social Networking sites on Academic achievement among Secondary school students

Proposal submitted for
Ph.D. Programme in Education

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1. INTRODUCTION

According to Mahatma Gandhi “Education is an all-round drawing out of the best in child and man’s body, mind and soul.It’s the gateway to success. It helps us to develop thinking capacity, live the quality and qualified life not only this it develops disciplined life and helps to inculcate the moral values”.The central education system has introduced the National Education Policy 2020 to bring tremendous changes in education system of India.On 29 July2020 it was approved by the Cabinet of India.This includes elementary education,higher educationand vocational training both for urban and rural India.

1.1 Technology in Education:

National Education Policy (NEP) 2020 replaces the National Policy on Education 1986. NEP emphasizes on introducing technology in education and hence for this purpose National Educational Technological Forum (NETF) will be created by the Govt. of India which gives platform for the free exchange of ideas on the use of technology to improve teaching and learning, planning administration and management. It has a plan to better integratetechnology-based platforms such as Study Webs of Active Learning for Young Aspiring Minds (SWAYAM)/ Digital Infrastructure for Knowledge Sharing (DIKSHA) across School and higher education.

1.2 Online Education and Digital Education:

In NEP2020 recommendsfor the promotion of Online Educationand Digital Educationduring of pandemics and epidemics.In the circumstances where there is in-person or traditional modes of education is not possible it wants to introduce Online Education. To look after the e-education needs of both school and higher education MHRD is planning to create a dedicated unit for the purpose of monitoring the development of digital infrastructure and digital content.

Presently, the University Grants Commission (UGC) is also insisting all the Universities andinstitutes of higher education to adapt a blended mode of education where in the education shall be imparted with60% of class room education (offline) and 40% in online mode through Massive Open Online Courses (MOOC) and SWAYAM portals.

The recent outbreak of COVID-19 has compelled the education system to adopt online mode at all the levels from primary to higher standards. Further, the NEP 2020 is also more focussed towards skill-oriented education with extensive Impact of technology at all levels.

Hence, in such a situation it is imperative to all the educational institutions both at primary and higherlevels to adopt online mode of education to a certain percentage by using electronic gadgets such as You tubes connected to Internet, tablets, laptops, desktops etc., through social networking sites such as Facebook, YouTube WhatsApp etc.,

1.3 Academic Achievement:

It refers to the extent to which a student or a school or a teacher has succeeded in achieving their goal either it may be short term or long-term academic goals. It is commonly measured through examination and assessment of child continuously throughout its period in school. For academic achievement in schools the individual factors such as interest of child motivation, environment of both home & school, successful educational actions are required and along with these resources child must have intellectual resources which are inherited from its parents.The main source of intellectual resource is the child's intelligence.Reduced level of intelligence limits the capability and affects learning and academic achievement.Intelligence can be fostered and stimulated. But we can't increase the intelligence quotient of a child according toPiaget's studies (1952)[9].

1.4 Factors Affecting on Academic Achievement

"Education is the manifestation of perfection already exists in Man" – Swami Vivekanand As Swami Vivekananda also quoted that the main objective of education is to bring out the potential of every individual child. Every child is different and so his pace of learning. There will be always a person who learns with quicker pace than others. At the age of thought cut composition, quick learner or high achiever gets better career choices and better job security. Some of the factors influencing academic achievement are described below:

1)Individual Factors

Students may not perform well academically for number of reasons. Students who show low academic performance have poorer self-confidencethan their friends who score higher. They have lack of interest in school activities, lack of sense of responsibility to school. The increasing trend of the misuse of social networking sites may mislead the child towards drugs, and alcohol by the adolescents also may be one of the factors for the low academic achievement. Teachers also have a key role in academic performance. If the teacher is motivated and efficient, he will be able to motivate his students to perform well and pay special attention to the students who have low academic performance. Role of genes can't be

avoided;Genes determine the development of a child to greater extent. A family with a bright history of intelligence has more potentials to produce an intelligent child.

2) Family Factor

Poverty effects learning out cometo some extent and in variety of ways. Students from poor families are more likely to lack in basic academic resources, may have poor health all these factors are enough to affect their ability to concentrate in the class rooms. Education of the parents, Family violence or a single parent family are more likely to obtain low academic performance.

3) Peer Factor

In adolescent behaviour peer influence is considered as one of the important factors. Students with low academic performance have those friends who also have low grades and less positive attitude towards schooling. They are not able to motivate each other on educational aspects.

4) School Factors

Effective classrooms, effective and qualified teachers, teacher and student understanding, highly motivating teachers, school environment, type of school curriculum, active participating parents have an eye on their ward's behaviour in school,classroom visits, touch with class teachers, havea positive effect on children's academic performance.

1.5 Social Networking Sites:

Social Networking Sites (SNS) is an online platform which people use to build social networks or social relationships with other people who share similar personal or career content, interests, activities, backgrounds or real-life connections. They can incorporate a range of new information and communication tools operating on desktops and on laptops, on mobile devices such as smartphones, tablet computers. SNS facilitates users to share ideas, digital photos & videos, send text messages and documents, inform about real life activities, events etc., Dedicated apps available for video conferencing such as Zoom, Google Meet, Webex, Teach mint etc., are being extensively used for online classes in schools and colleges. There are many social networking sites offering their services in the Internet world. Among them most widely used sites for communication purposes are, Facebook, WhatsApp, YouTube, Instagram Twitter, LinkedIn, Telegrametc.,

a) Facebook:

Is an American online social media and social networking service owned by Meta Platforms? Mark Zuckerberg and his colleagues founded this service in 2004. It can be accessed with devices having Internet connectivity. It helps to connect friend and people they don't know, online. It allows users to share pictures, music videos, and articles related to education, as well as their own thoughts and opinions with however many people they like. This service was used by many teachers and schools for sharing recorded classes and also live streaming of classes during lockdown due to COVID pandemic.

b) Internet:

The Internet (or Internet) is the global system of interconnected computer networks that uses the Internet protocol suite to communicate between networks and devices according to Wikipedia. It is a network of networks that consists of private, public, academic, business, and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies. The important use of Internet is electronic mail. Its use was essential and it restrict the size of a file that can be shared and whenever we want, we can download it from the mail.It's very useful to researchers in research. The Internet google search engine Wikipedia has providing vast information about learning sources. The content is available in both word and PDF format to the learners,.

c) You tube:

You tube is a digital learning platform which created havoc in education field. Learners are more benefitted in connection with their learning school subject concept. You tube became online library of knowledge to the learners. Every knock and corner of the country it has reached and became online teacher to the learner. The teaching fraternity became more familiar with this platform for learning more aspects.

Social Networking sites:

In the present study The most accessible social networking sites selected for the study are You tube, Facebook, Internet.

1.5 Need of the study:

During the pandemicfor almost a period of 18 months the studentshave been compulsorily exposed to online mode of education mostly by using You tubes. During this period, directly or indirectly, they are well versed in communicating through Internet and most popular apps such as WhatsApp, Facebook, Instagram etc., This exposure has certainly exerted both direct and indirect impact on their academic achievement. Since it is a random process which has not been done systematically, hence it is the need of the hour to assess the impact of Impact of electronic gadgets,Internet and addiction of students to social networkingsites (Facebook) on their academic achievement,also,to assess the effectsof time spending on You tube, Internet and Facebookon academic achievement of secondary school students, to ascertain the relationship betweenSP, Internet, SNS on Academic Achievement, to suggest measures to improve the study habits by students. The students of secondary schools by virtue of their age are highlyattracted towards social networking sites. Hence the proposed study has been undertaken tocarry out a systematic assessment on the influenceof smartphone, Internet and Facebook on academic achievement of the secondary school students of Shimoga Dist., by using suitable methodology.

2. REVIEW OF THE LITERATURE

Rationale of the study- Empirical evidences for selected variables

The research studies so far in the areas of theImpact of You tubes, Internet and Facebook in relation with academic achievement ofsecondary school students form the basis for setting objectives and hypothesis for the present study, thus the critical appraisal of the related studies is presented below;

2.1 Literature review:

1)Rekha Rani (2019)[13]found that parents allow their children to use mobile phones for studies and security purpose but they use mobile phones for other purposes and pay less attention towards studies, which results in poor academic achievement.The major objectives were; to study the relationship between Study Habits,*Social Competence, General Well-Being*and Mobile Phone Impact among Senior Secondary School Students, to compare the mean scores of Study Habits, Social Competence, General Well-Being and Mobile Phone Impact among Senior Secondary School students of Government and Non-Government Schools.Hypotheses of this study were, there is no significant relationship between *Study Habits, Social Competence, General Well-Being* and Mobile Phone Impact among Senior

Secondary School Students.There is no significant difference between the mean scores of Study Habits,*Social Competence, General Well-Being* among Senior Secondary School students of Government and Non-Government Schools.

2)According to Bindu (2020)[2],the female students take up their academic activities with devotion and care, which helps in getting good result at the end of academic year when compared with boys, under the title *"Impact of social media, social skills and health awareness on academic achievement of high school students"*.

The major objectives of the study were, to find out whether there is any significant influence of *social media, social media and Health Awareness on Academic Achievement* of high school students, to find out whether there is any significant influence of *social media, social media and Health Awareness on Academic Achievement* of male high school students, to find out whether there is any significant influence of *Social Media, Social Media and Health Awareness on Academic Achievemen*t of female high school students, to find out whether there is significant relationship between *Social Media and Academic Achievement*of High School Students.The hypotheses were, there is no significant difference between High School Students in Social Media Impact and its dimensions with respect to Gender, there is no significant difference between High School Students in Health Awareness and its dimensions with respect to Gender, there is no significant difference between High School Students Academic Achievement with respect to Gender, there is no significant difference between High School Students in Social Media Impact and its dimensions with respect to Locality

3)Alwagait et. al., (2015)[1]have reported that there is a nonlinear relationship between the two factors i.e. the average number of hours spent on social media network(SN) and their grade points average [G.P.A]scores, reveals that students' studies are negatively affected by excessive use of social media. This hypothesis of thisstudy was, there is relationship between GPA and SN but this hypothesis is not satisfied. To find the relationship between GPA and SN normality tests were conducted. The survey was conducted among university students of Saudi Arabia in which 108 responses were receivedand descriptive statistics and normality tests were conducted.

4)Lepp et.al.,(2014)[7]investigated that cell phone use is negatively affecting the academic achievements and positively related to anxiety. Here investigation was done on large sample of college students,to find the relationship between total cellphone use (N=496) and texting(N=490)on SWL. Thehypothesiswas that the relationship between cell phone use and

SWL would be mediated by Academic Performance (GPA) and anxiety.Data analysis was through SPSS, difference in GPA was examined by t-test between males and females, ANOVA was used to examine difference in GPA between the classes, corelation were performed,regression results shows that Grade Point Average (GPA) was positively related to Satisfaction With Life (SWL) and anxiety was negatively related to SWL Cell phone or texting is negatively related to GPA and positively related to anxiety, GPA was positively related to SWL and anxiety was negatively related toSWL.

5)Rabia et. al., (2019)[11] while studying the impact of media on the student's academic performance have observed that the students waste much of their time on social media platforms which may result in lowacademic performance. The survey method using questionnaire is implemented for the data collection and analysed using statistical package for social sciences (SPSS), Chi-square test, Man Witney U-test alternative of t-tests and KrushkalWali's H-test. 270 surveys were done among the students of chosen colleges using stratified random sampling. Because, the use of media is increasing day by day, there is an interest how it is influencing student's education was studied. Different statistical techniques (descriptive and inferential) were implemented, graphical charts and formulation of hypothesis are applied. It is found that 183 (67%) respondents agreed that students waste much time on social media which results in low academic performance. Finally, it is recommended that students should be observed by parents and teachers when they use social networking sites.

6) Yeboah and Ewur (2014)[15]in their work on"*The Impact of WhatsApp Messenger Impact on Students Performance in Tertiary Institutions in Ghana"*states that use of WhatsApp is inversely affecting the academic performance and it takes students study time to maximum extent which leads to lack of concentration in school subjects, destroys students spelling and grammar and distracts the students to much extent resulting in poor academic achievements. In this primary data collection methods that were adopted: questionnaire administration, interviewing, observation and focus group.To achieve this, 50 students from five tertiary institutions were interviewed and 500 questionnaires were administered to students from same institutions. The main objective of this paper is to evaluate the degree of the negative impact of the use of WhatsApp Messenger on students' performance in tertiary institutions in Ghana. Also, to determine the relationship between the use of the application and academic performance and finally, some recommendations for overcoming these problems will be discussed, here, researchers made use of both primary and secondary data, which were gathered from various sources, including, valuable sources, text books, Internet sites, and

journals/articles (both publish and unpublished). The authors therefore, recommend the guidance and counselling sessions in their respective institutions for students.Time management should be incorporated into the curriculum,cell phones should either be forbidden in lecture halls or switched off if allowed in.

7)Prescott et.al.,(2013)[10] in their study showed that, despite the benefits acknowledged by students of using Facebook as a communication tool and to help integration into university life, it is apparent from this study that the majority of students do not want Facebook used for formal learning.It was carried out by an anonymous online survey devised and emailed to pharmacy, social work and nursing students at a UK university. The majority (90%, n =528) of participants had a Facebook account, and of those, 77% (n = 407) logged onto Facebook daily, the majority of students stated they did not use Facebook as a learning tool(78%, n = 413). Only 23% (n = 125) of students stated they wanted to see Facebook used for learning purposes. A main theme was the accessibility of Facebook to contact staff and other students.

8) Ramesh and Nisha (2017)[12] investigated the influence of social media on the academic performance of high school students, which revealed that by the use of SNS the knowledge of the students improved or widened. It also shows that million people use SNS for satisfying thrust of knowledge. In this survey was conducted through the Questionnaires on social media platforms, Facebook and emails, amongst the sample of the students aged 12 – 19 years. A Chi- Square analysis was conducted to check the influence of social media Impact and the number of hours studied per day, overall grade average of students which shows significant level is0.000 which is less than 0.05. The hypotheses of the study was, There is no relationship between the use of social media on the academic performance of school students was rejected.

9) Hossain (2019)[5]hasanalysed the impact of mobile phone Impact on academic performance of university students. The researcher uses non-probability sampling technique and selected 274 students which include 159 male and 115 female students ranging from 2year to 4 year of degree students of university. The tool of this study was a questionnaire. The multiple analysis regression (a dependent and two or more independent) was done to estimate the relationship between variables through SPSS.This study reveals that if the students use cellphone for study purpose only then it would be very helpful for academic performance otherwise its destructive source of distraction.

10) Malik and Neha (2020)[8]in their research aimed to study the influence ofsocial media Impact in relation to academic performance, anxiety, and social intelligence of pre service teachers. In this study 221 pre service teachers were selected by random sampling techniqueas sample, tools used in this study were anxiety test tool, social intelligence scale, academic achievement was measured by total marks scored by pre service teachers in semester and exams.Major hypotheses of the study were, there exist relationship between scores on social media scale and Academic performance of pre-serviceteachers, there exist no significant relation between scores on social media scale and academic performance of pre-service teachers.Data analysis was done by t-test, it has been found that there is no significance difference between social media Impact and academic performance of pre service teachers and when anxiety was measuredit's found that respondents were feeling bored, lazy, fatigue and irritated and frustrated while non availability of social media.

2.2 Research gap analysis:

During the review of related literature, it was observed that this kind of study has been carried out mostly on graduate and post-graduate students, there are very few reports available on the secondary school students. Further, most of the studies have been done on students outside India. No such study has been conducted on the students of secondary schools in India with reference to the influence of smartphones, Internet and Facebook on academic achievement of the students. Ramesh and Nisha (2017)[12], conducted a study to understand the influence of social networks on student's performance. Their study is mainly focussed on percentage of users among the respondent's based on their ages and also the percentage of Impact of social networking platforms such as Facebook and google. They have also evaluated the time spent by the respondents on social media. However, their report does not clarify the influence of social networks on student's performance.Hence, in view of the above, the present study is proposed to be carried out on the secondary school students of Shimoga Dist., by employing appropriate methodology.

2.3 Significance of Review of related literature to the study;

- Provides in-depth understanding about the area of research.
- Gives the background of the research area.
- Highlights what has already been done in a particular research area.

- Helps to identify the research gap that is still unexplored.
- Provides an overview of the research sources.
- Helps to frame the objectives.
- Helps to justify the research topic and sets up the research hypotheses.
- Helps to adopt appropriate methodology.

2.3 Variables of the Study:

Independent Variables to be considered in the study:

i. You tube

ii. Internet

iii. Facebook

Dependent Variables to be considered in the study:

i. Academic Achievement.

2.4 OBJECTIVES OF THE STUDY:

2.4.1 General objectives:

1) To study the influence of Impact of You tube, Internet and Facebook on academic achievement among secondary school students.
2) To study the influence of Impact You tube, Internet and Facebook on academic achievement among boys of secondary schools.
3) To study the influence of Impact of You tube, Internet and Facebook on academic achievement among girls of secondary schools.
4) To study the influence of Impact of You tube, Internet and Facebook on academic achievement among urban secondary school students.
5) To study the influence of Impact of You tube, Internet and Facebook on academic achievement among rural secondary school students.
6) To study the influence of Impact of You tube, Internet and Facebook on academic achievement among government secondary school students.
7) To study the influence of Impact of You tube, Internet and Facebook on academic achievement on among private aided secondary school students.

8) To study the influence of Impact of You tube, Internet and Facebook on academic achievement on among private unaided secondary school students.

2.4.2 Specific objectives of the study:

1) To study the influence of Impact of You tube on academic achievement among secondary school students.
2) To study the influence of Impact of Internet on academic achievement among secondary school students.
3) To study the influence of Impact of Facebook on academic achievement among secondary school students.
4) To study the interaction effect of Impact You tube and Internet on academic achievement among secondary school students.
5) To study the interaction effect of You tube and Facebook on academic achievement among secondary school students.
6) To study the interaction effect of Internet and Facebook on academic achievement among secondary school students.
7) To study the interaction effect of You tube , Internet and Facebook on academic achievement among secondary school students

i. Boys:

1) To study the influence of Impact of You tube on academic achievement among secondary school boys.
2) To study the influence of Impact of Internet on academic achievement among secondary school boys.
3) To study the influence of Impact of Facebook on academic achievement among secondary school boys.
4) To study the interaction effect of You tube and Internet on academic achievement among secondary school boys.
5) To study the interaction effect of You tube Facebook on academic achievement among secondary school boys.
6) To study the interaction effect of Internet and Facebookon academic achievement among secondary school boys.
7) To study the interaction effect of You tube Internet and Facebook on academic achievement among secondary school boys.

ii. Girls:

1) To study the influence of Impact of You tube on academic achievement among secondary school girls.
2) To study the influence of Impact of Internet on academic achievement among secondary school girls.
3) To study the influence of Impact of Facebook on academic achievement among secondary school girls.
4) To study the interaction effect of You tube and Internet on academic achievement among secondary school girls.
5) To study the interaction effect of You tube and Facebook on academic achievement among secondary school girls.
6) To study the interaction effect of Internet and Facebookon academic achievement among secondary school girls.
7) To study the interaction effect of You tube Internet and Facebook on academic achievement among secondary school girls.

iii. Urban Students:

1) To study the influence of Impact of You tube on academic achievement among Urban secondary school students.
2) To study the influence of Impact of Internet on academic achievement among urban secondary school students.
3) To study the influence of Impact of Facebook on academic achievement among urban secondary school students.
4) To study the interaction effect of You tube and Internet on academic achievement among urban secondary school students.
5) To study the interaction effect of You tube and Facebook on academic achievement among urban secondary school students.
6) To study the interaction effect of Internet and Facebookon academic achievement among urban secondary school students.
7) To study the interaction effect of You tube Internet and Facebook on academic achievement among urban secondary school students.

iv.Rural students:

1) To study the influence of Impact of You tube on academic achievement among rural secondary school students.
2) To study the influence of Impact of Internet on academic achievement among rural secondary school students.
3) To study the influence of Impact of Facebook on academic achievement among rural secondary school students.
4) To study the interaction effect of You tube and Internet on academic achievement among rural secondary school students.
5) To study the interaction effect of You tube and Facebook on academic achievement among rural secondary school students.
6) To study the interaction effect of Internet and Facebookon academic achievement among rural secondary school students.
7) To study the interaction effect of You tube Internet and Facebook on academic achievement among rural secondary school students.

v.Government school students:

1) To study the influence of Impact of You tube on academic achievement among government secondary school students.
2) To study the influence of Impact of Internet on academic achievement among government secondary school students.
3) To study the influence of Impact of Facebook on academic achievement among government secondary school students.
4) To study the interaction effect of You tube and Internet on academic achievement among government secondary school students.
5) To study the interaction effect of You tube and Facebook on academic achievement among government secondary school students.
6) To study the interaction effect of Internet and Facebookon academic achievement among government secondary school students.
7) To study the interaction effect of You tube Internet and Facebook on academic achievement among government secondary school students.

vi. Privateaided school students:

1) To study the influence of Impact of You tube on academic achievement among private aided secondary school students.

2) To study the influence of Impact of Internet on academic achievement among privateaided secondary school students.
3) To study the influence of Impact of Facebook on academic achievement among privateaided secondary school students.
4) To study the interaction effect of You tube and Internet on academic achievement among private aided secondary school students.
5) To study the interaction effect of You tube and Facebook on academic achievement among private aided secondary school students.
6) To study the interaction effect of Internet and Facebookon academic achievement among privateaided secondary school students.
7) To study the interaction effect of You tube Internet and Facebook on academic achievement among privateaided secondary school students.

vii.Private unaided school students:

1) To study the influence of Impact of You tube on academic achievement among students of private unaided secondary schools.
2) To study the influence of Impact of Internet on academic achievement among students of private unaided secondary schools.
3) To study the influence of Impact of Facebook on academic achievement among students of private unaidedsecondary schools.
4) To study the interaction effect of You tube and Internet on academic achievement among students of private unaided secondary schools.
5) To study the interaction effect of You tube and Facebook on academic achievement among students of private unaided secondary schools.
6) To study the interaction effect of Internet and Facebookon academic achievement among students of private unaided secondary schools.
7) To study the interaction effect of You tube Internet and Facebook on academic achievement among students of private unaided secondary schools.

2.5 Operational definitionsof terms used:

a) You tube:

As You tube technology continues its rapid development, the device appears capable of contributing to students learning and improve academic performance. You tube provides

many of the same educational enhancing capabilities by connecting with Internet such as file sharing, online information retrieval and helps to interact with professors and friends.The ongoing pandemic is ruling schools with different rules and learning structures.

b) Internet:

The Internet has turned our life upside down. It reconstituted communication to the extent that it has becomes medium of everyday communication. In almost everything we do , we use Internet from ordering food, buying articles,educational video sharing, moment sharing with friends and with the Internet facility it become easy for us to learn new things by a single click from anywhere in the world. Internet plays a vital role in education. Through Internet students prefer Google for their queries, problems or doubts. Google and Yahoo are most popular search engines which provide easy and instant solutions through vast amount of information in just a few seconds. It provides education through youtube tutorial videos and web tutorials which is affordable to everyone and cost effective.

Bodhi et.al., (2017)[3]found that Internet has been used in both developed and developing countries by the individuals for social interaction,for spending leisure time and for education. Internet is creating direct influence on educational activities of the students, as per the previous research done it has been found that for improving academic knowledge students are getting help of educational software through Internet.Shahibi and Khafidah (2017)[14].

c) Facebook:

. Facebook is an educational tool also where the teacher creates the Facebook page, invite the students and inform the students to like the page. Teacher sends messages related to the class, their class projects can be updated and important class events can also be sent through Facebook.

It helps the teacher and students in regular touch, which helps to develop strong understanding and bond between them (Bosch 2009)[4], which overall results in high academic achievement. It benefits the students to get connected with the people of similar interest all over the world. By connecting with foreign students' language skill will enhances. Previous studies shows that the students use to communicate with peers about course content through Facebook(Prescot et., al. 2013)[10]

d) Academic Achievement:

Within the educational institutions, to see the improvements in students, learning is regarded as one of the main aims. To achieve the desired academic outcomes,perfections need to be brought in instructional plans, teaching learning process, students must have friendly and pleasant atmosphere within the school as well as home. Students need to develop the habit of hard work, resourcefulness and desire to do the given task well, by virtue of all these it's possible to increase the performance in academics. Which can be measured by grades, awards, appreciations and marks scored.

Nowadays students are more dependon Smartphone, Internet and Facebook to search for educational concepts because as the way of explaining and manner of presentations are good which helps the students to understand in depth and retain the concepts for a long time.

Hence, this study focuses mainly on the relationship between these independent variables and dependent variables.

Keeping in view of the specific objectives, the following research hypotheses are framed;

2.6 Research Hypotheses;

1) There is no significance difference between Impact of You tube on academic achievement among secondary school students.
2) There is no significance difference between Impact of Internet on academic achievement among secondary school students.
3) There is no significance difference between Impact of Facebook on academic achievement among secondary school students.
4) There is no significance difference between Impact of You tube and Internet on academic achievement among secondary school students.
5) There is no significance difference between of Impact of You tube and Facebook on academic achievement among secondary school students.
6) There is no significance difference between the interaction effect of Internet and Facebook on academic achievement among secondary school students.
7) There is no significance difference between the interaction effect of You tube, Internet and Facebook on academic achievement among secondary school students.

i. Boys:

1) There is no significance difference between influence of Impact of You tube on academic achievement among secondary school boys.
2) There is no significance difference between Impact of Internet on academic achievement among secondary school boys.
3) There is no significance difference between Impact of Facebook on academic achievement among secondary school boys.
4) There is no significance difference between effect of Impact of You tube and Internet on academic achievement among secondary school boys.
5) There is no significance difference between interaction effect of You tube and Facebook on academic achievement among secondary school boys.
6) There is no significance difference between interaction effect of Internet and Facebookon academic achievement among secondary school boys.
7) There is no significance difference between interaction effect of You tube Internet and Facebook on academic achievement among secondary school boys.

ii. Girls:

1) There is no significance difference between Impact of You tube on academic achievement among secondary school girls.
2) There is no significance difference between Impact of Internet on academic achievement among secondary school girls.
3) There is no significance difference between Impact of Facebook on academic achievement among secondary school girls.
4) There is no significance difference between Impact of You tube and Internet on academic achievement among secondary school girls.
5) There is no significance difference between interaction effect of You tube and Facebook on academic achievement among secondary school girls.
6) There is no significance difference between interaction effect of Internet and Facebookon academic achievement among secondary school girls.
7) There is no significance difference between the interaction effect of You tube Internet and Facebook on academic achievement among secondary school girls.

iii. Urban Students:

1) There is no significance difference between Impact of You tube on academic achievement among Urban secondary school students.
2) There is no significance difference between Impact of Internet on academic achievement among urban secondary school students.
3) There is no significance difference between Impact of Facebook on academic achievement among urban secondary school students.
4) There is no significance difference between Impact of You tube and Internet on academic achievement among urban secondary school students.
5) There is no significance difference between the interaction effect of You tube and Facebook on academic achievement among urban secondary school students.
6) There is no significance difference between the interaction effect of Internet and Facebookon academic achievement among urban secondary school students.
7) There is no significance difference between the interaction effect of You tube Internet and Facebook on academic achievement among urban secondary school students.

iv. Rural students:

1) There is no significance difference between Impact of You tube on academic achievement among rural secondary school students.
2) There is no significance difference between Impact of Internet on academic achievement among rural secondary school students.
3) There is no significance difference between of Facebook on academic achievement among rural secondary school students.
4) There is no significance difference between the interaction effect of You tube and Internet on academic achievement among rural secondary school students.
5) There is no significance difference between the interaction effect of You tube and Facebook on academic achievement among rural secondary school students.
6) There is no significance difference between the interaction effect of Internet and Facebookon academic achievement among rural secondary school students.
7) There is no significance difference between the interaction effect of You tube Internet and Facebook on academic achievement among rural secondary school students.

v. Government school students:

1) There is no significance difference between Impact of You tube on academic achievement among government secondary school students.

2) There is no significance difference between Impact of Internet on academic achievement among government secondary school students.
3) There is no significance difference between Impact of Facebook on academic achievement among government secondary school students.
4) There is no significance difference between the interaction effect of You tube and Internet on academic achievement among government secondary school students.
5) There is no significance difference between the interaction effect of You tube and Facebook on academic achievement among government secondary school students.
6) There is no significance difference between the interaction effect of Internet and Facebookon academic achievement among government secondary school students.
7) To study the interaction effect of You tube Internet and Facebook on academic achievement among government secondary school students.

vi. Private aided school students:

1) There is no significance difference between Impact of You tube on academic achievement among private aided secondary school students.
2) There is no significance difference between Impact of Internet on academic achievement among private aided secondary school students.
3) There is no significance difference between Impact of Facebook on academic achievement among private aided secondary school students.
4) There is no significance difference between the interaction effect of You tube and Internet on academic achievement among private aided secondary school students.
5) There is no significance difference between the interaction effect of You tube and Facebook on academic achievement among private aided secondary school students.
6) There is no significance difference between the interaction effect of Internet and Facebookon academic achievement among private aided secondary school students.
7) There is no significance difference between the interaction effect of You tube Internet and Facebook on academic achievement among private aided secondary school students.

vii. Private unaided schools:

1) There is no significance difference between Impact of You tube on academic achievement among students of private unaided secondary schools.

2) There is no significance difference between Impact of Internet on academic achievement among students of private unaided secondary schools.
3) There is no significance difference between Impact of Facebook on academic achievement among students of private unaided secondary schools.
4) There is no significance difference between the interaction effect of You tube and Internet on academic achievement among students of private unaided secondary schools.
5) There is no significance difference between the interaction effect of You tube and Facebook on academic achievement among students of private unaided secondary schools.
6) There is no significance difference between the interaction effect of Internet and Facebook on academic achievement among students of private unaided secondary schools.
7) There is no significance difference between the interaction effect of You tube Internet and Facebook on academic achievement among students of private unaided secondary schools.

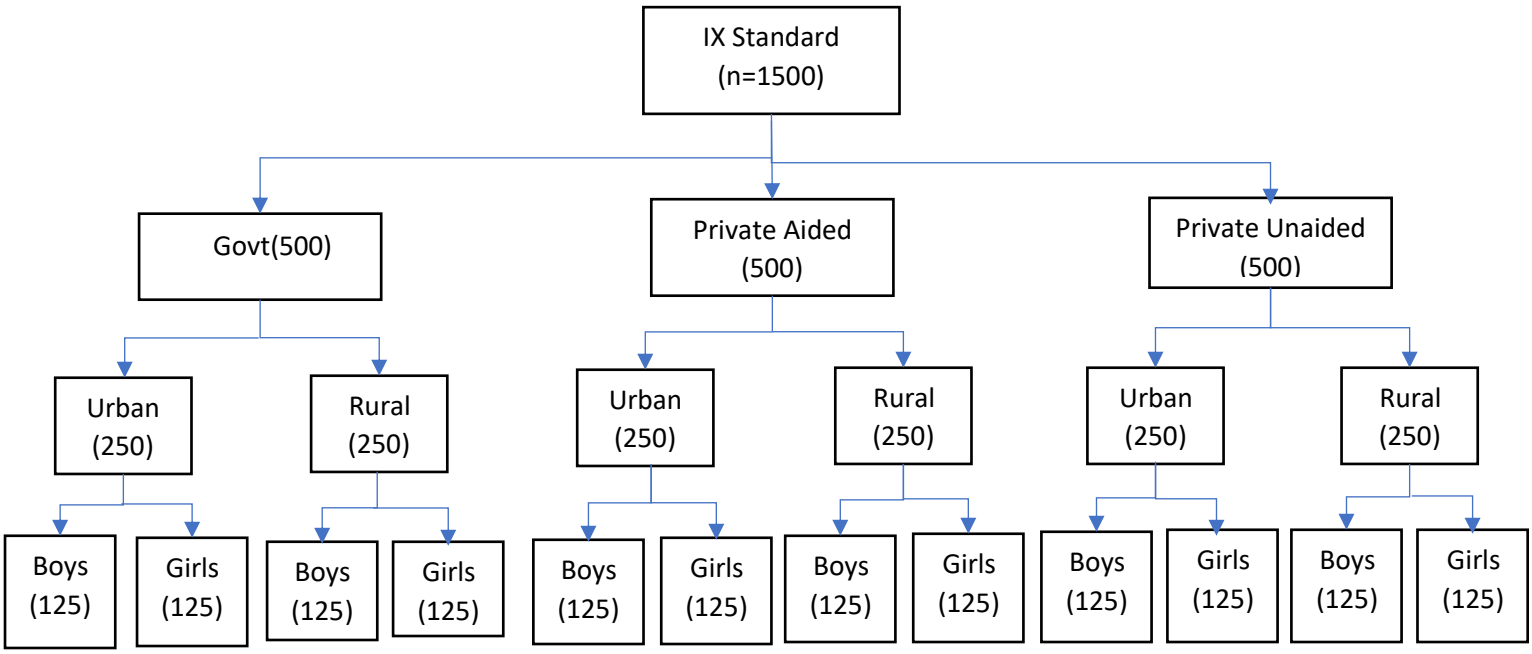
3. METHODOLOGY:

3.1 Study population:

Population in this research is all secondary school students of Shivamogga district, and it has been identified there are 416 secondary schools (government, private aided and private unaided) in 7 taluks, in 416 secondary schools of Shivamogga district total 21,968 students are studying in class IX according to information provided by the office of Deputy Director, Department of Public Instructions, Shivamogga District, Shivamogga. In this 1500 students were selected for this study.

3.2 Sample of the Study:

As per the data obtained from Department of Public Instruction, Shivamogga. Among 7 taluks of Shivamogga district,the least number of the student strength has been selected, from which the strength of girls and boys was separated. From this data the least number of students has been selected and distributed equally, to calculate the total sample size for this study. As per the calculation the total sample size for Shivamogga Dist. will be 1500.



3.3 Tools to be used in the study:

Data will be collected by following data collecting tools to test the hypothesis from 1 to 56.

(a) **You tube**:

In order to measure this variable a standard tool ***You tube Addiction Scale*** developed by National Psychological Corporation (N.P.C) Agra will be used.

(b**) Internet:**

In order to measure this variable a tool ***InternetImpact Scale*** developed by Shaloo Saini and ParaminderKour standardised by N.P.C., Agra will be used.

(c) **Facebook**

This variable will be measured by using ***Facebook Impact Tool*** developed by Madhuri Huda and Ankur Tyagi and standardised by N.P.C., Agra.

(d) **Academic achievement:**

Academic achievement was measured by total marks scored by the students of IX Std in exams, by the permission of school authority.

3.4 Collection of the data:

The investigator will personally visit the secondary schools of the Shivamogga district. A good rapport will be developed by head master of the schools and staff members and will seek permission to administrate the tool on students. Required data relating to Impact of You tube, Internet and Facebook by the students will be obtained by administering the tests to the school students. The sex, management and location of the school will be collected by personal data Performa. Thus, data will be collected with proper instruction from secondary school students of Shivamogga district in this study Random Sampling technique will be used for selection of the sample.

3.5 Statistical analysis used in the study:

In pursuance of the objectives of the study as well as research hypothesis, reliable and valid statistical techniques will be used by consulting research guide and experts.

3.6 Analysis of data:

The analysis of data will be presented under eight sections.

Section-1:Deals with analysis of data pertaining to entire sample.

Section-2: Deals with analysis of data pertaining to boys.

Section-3:Deals with analysis of data pertaining to girls.

Section-4:Deals with analysis of data pertaining to urban students.

Section-5:Deals with analysis of data pertaining to rural students.

Section-6:Deals with analysis of data pertaining to government school students.

Section-7:Deals with analysis of data pertaining to private aided school students.

Section-8:Deals with analysis of data pertaining to private unaided school students.

3.7 Structure of the study

The present study is a descriptive study where the survey will be undertaken to measure the scores on Impact of You tube, Internet and Facebook of IX standard students of Shivamogga district with regard to their interaction effect on academic achievementamong secondary school students. The study will be carried out under the fallowing five phases.

Phase one: Selection of appropriate tools to measure the variables like Smart Phone, Internet, Facebook, Academic Achievement.

Phase two: Construction and validation

Phase three: Selection of sample of the study.

Phase four: Collection of data

Phase five: Statistical analysis of data and report writing.

Limitations of the study:

1. The study is limited to You tube, Internet , Facebook of Social networking sites of the study.
2. The study is limited to 9th study of secondary school students.
3. The study is limited to secondary schools only.

Signature of the Candidate

Signature of the Guide

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